

As school counselors, we collectively feel that revising the teacher evaluation plan is imperative, with time and attention given to the role and evaluation of the *school counselor*. We ask that with new considerations being given to the evaluation format, the way in which a school counselor is evaluated is particularly reviewed. Currently, we are evaluated based on the SEED model as applicable to primarily a classroom teacher. As such, we are often forced to fit into a mold that does not best suit our practice (e.g. teaching in a classroom as part of our evaluation, when this is neither a regular day-to-day part of our practice nor an extensive part of our training.) School counselors serve students in the career, personal/social and academic domains. Much of our practice involves confidential material with students on an individual basis, however, it is these interactions and services that make a difference and often improve overall student success. Additionally, the data measures in which we can assess our effectiveness is not as quantitative as, for example, a math or science teacher. We feel counselors and students would be better served if our SLO's and formal evaluations were based on our role and function. Some examples may include: running a 504 meeting, holding a college planning meeting, intervening with a distressed student, overseeing a crisis situation, academic planning for a student, etc.

The below link provides insight into the State Department of Education best practices for the school counseling profession. This may be a helpful reference in determining revisions in the teacher evaluation plan, relevant to school counselors:

<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/BestPractices.pdf>

Thank you for your consideration.

Sincerely,
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